Teaching Strategies for Developing Students' English Writing Skills at the Secondary Level of Bangladesh.

by

Nusrat Jahan Rahin

19263011

A thesis submitted to the Department of English & Humanities in partial fulfilment of the requirements for the degree of masters of arts in English

Department of English & Humanities

Brac University

September , 2022

Deceleration

It is hereby declared that

1. The thesis submitted is my own original work while completing a degree at Brac University.

2. The thesis does not contain material published or written by a third party, expect where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted other degree or diploma at a university or other institutions.

4.   I/ we have acknowledged all main sources of help.

Student's Full Name & Signature :

Nusrat Jahan Rahin

ID :19263011

Approval

The thesis/ project titled " Teaching strategies for developing students' English writing skills at the Secondary level students of Bangladesh " submitted by

1. Nusrat Jahan Rahin (19263011)

Of summar,2021 has been accepted as satisfactory in partial fulfilment of the requirement for the degree of MA in English on 15 September, 2022.

Supervisor
(Member)

Mr. Mohammad Mahmudul Haque
Assistant Professor
Department of English & Humanities, BRAC University

Departmental Head
(Chair)

Firdous Azim, PhD
Professor & chairperson, Department of English &
Humanities , BRAC University

. ..

ACKNOWLEDGEMENTS

Abstract

English writing is an important part of second language learners at school, work, and in learners own lives. In teaching writing, the instructors needs a few things, like an Association, to create and construct thoughts, contentions and data (Ahlsen & Lundh,2017).Teacher should foster the elements of techniques before teaching. However, Maximum Bangladeshi students have great fear in writing English in their own words and face many difficulties. Students have this fear because of – lack of vocabulary, lack of concentration, inadequate knowledge on grammar, sentence construction etc. The students of secondary level education in Bangladesh are accustomed to memorizing the paragraph and write the memorized paragraph on exam script for lake of creativity or free handwriting which implies that students are not ready to think on their own and create something new (Hasan,2014). This study aims to explore how teachers can improve learners' writing skills by following strategies at the secondary level education of Bangladesh. I applied a qualitative study for my research work. At first I decided on research questions. Based on research questions, I interviewed 7 participants, 5 of them are teachers and 2 of them are students. According to the findings, inadequate knowledge on grammar, vocabulary, sentence constitution, lack of competence in English, lack of trained teacher, which needs to be addressed and strategies proposed to improve writing skills are :regular feedback, working in group or peer, the importance of creative writing, drafting, editing,error correction, co-operative Learning, practicing writing, role play, story writing, game based learning, proper guidelines, motivation. This study will help teachers and students relate to secondary education to develop their writing skills of students.

Contents

Chapter 1: Introduction

1.1 Introduction:

Writing is a powerful medium that allows people to express their thoughts in writing.Writing can improve one's ability to learn, their way of thinking, build concepts and ideas, and helps to discover connections between abstract and personal experiences. The purpose of this study is thus to focus on what strategies there are that teachers are using to improve learners' writing skills, what challenges learners face during writing   as well as how and whether students are progressing using those strategies. For instance, teachers have to pay attention to the development of these skills by providing open/close-ended questions, assignments, presentations, critical thinking questions, debate practices, and writing practices among students (Chittooran, 2015). It is also observed that when a teacher applies different types of fun activities, games and small group competition in writing classes, students become motivated to participate in the lessons and write something, thereby strengthening their writing and grammar. Teachers need to provide feedback on spelling, incorrect sentence, grammatical mistakes, sentence construction and give comments on the scripts so that learners can identify their level among all of the students (Sikder, 2013). Thus, teachers should apply collaborative activities in writing class that helps learners promote their higher level of thinking that helps them to gain knowledge (Jaques, 2000).Moreover, to develop writing skills, our secondary curriculum adopted the Communicative Language Teaching (CLT) approach for teaching English, which will enable students to communicate appropriately in a real-life situation (Sultana &Ahsan, 2013).Teachers are supposed to teach writing skills of the English language through songs, role-plays ,games, stories, pictures and several interactive activities by ensuring students' active participation in individual work,

group work and pair work (Hossain, 2015). Students of secondary education in Bangladesh write the memorized paragraph on exam script due to their inadequate knowledge on grammar, vocabulary lake of creative writing, which implies that they are not ready to think on their own. In addition, most of the teachers implement Grammar Translation Method (GTM), they do not have perceivable information or thought regarding CLT (Garham,2017).

1.2 Factors Impacting on writing skills :

There are a number of factors that contribute to detecting performance of students in their writing. The writing exercises most normally allocated to learners included next to no extended composition, as learners were only asked to compose a text that was a passage or paragraph (Gilbert, 2010).The reason for students' not being ready for writing also includes inadequate guidance from teachers. However, these factors mentioned above impacted students' writing ability negatively.

1.3 Statement of the problem :

Kannan (2009:2) States that, " Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English". For instance, it is proved that there is a need for trained teachers to improve their strategies, attitude and try out new strategies. The process of writing how to write well necessities that they get sufficient practice and guidelines of writing. The classroom should be a place where students should be taught to write in a fun way so that they can have real life experience while learning to write in a new language (Sherin,2016).The study attempts to fill the gap in knowledge by highlighting the ways that teachers need to address about why learners have great fear to write any thing in their own words and why they face many challenges to write English. From these problem, teachers need to apply different strategies. However, "students need to be aware that good writing is not just grammatically accurate and that the other

factors such as organization, coherence, and the use of cohesive devices are essential elements of good writing" (Leki,2001,p.290).

Research questions:

1.What strategies do teachers apply in the class to improve learners writing skills?

2.What challenges do the students face during English writing?

3.What support do the learners need in tackling the challenges that they faced?

1.4 Significance of the study:

This research has been conducted to explore how teachers can enhance learners' writing skills by implementing new strategies. Also, I could not any study on this research topic. Also, this study will address why students face challenges during English writing. Observations show that teachers can promote learners' writing skills through fun activities, games, group competition, motivation, guidelines, role play, group work, feedback and error correction, writing practice. When students are given a topic to write, they have to transfer their ideas, gather information, and they have to analyse the information, making them reflect on the task and draw conclusions independently. For promoting brainstorming /mind mapping teachers can use open/close-ended questions which can get students to think deeply (Hamid, 2006). Also, the teacher should apply group /peer work which helps learners to become self-directed and good writers (Holliday, 2011). Moreover, as for this study the selected level is secondary,

it will help to address the needs of both teachers and students and work accordingly.. Most of the students are not proficient writers, also they could not generate ideas from their own. Therefore, this result will be useful for future researchers and practitioners to get an idea of the methodological scenario of the secondary level students of Bangladesh.

1.5 Objectives of the study:

The study was conducted to find out how to promote writing skills by implementing new strategies at the secondary education of Bangladesh. Also, the researcher tried to evaluate what difficulties students face and why they have fear of writing in English.

1.6 Limitations of the study:

During the time of data collection, there was a global pandemic that affected the country where the research was being carried out. The nature of this study is qualitative throughout the paper and any sort of quantitative method is not applied at all. The interviews were thus taken not in person, over the phone.   According to Creswell (2013) the ontological assumption deals with the reality of the study and in this study the ontological assumption suggests multiple realities based on different individual perspectives .In this stages, opinions are collected from different people. Moreover, due to the time limitation it was not possible for me to go to the target field to collect data. However, the small samples taken from the 8 secondary schools were analysed in detail to present, as best as possible, the teaching strategies in action in a few secondary government schools in Dhaka. Before conducting the interview, steps were taken to ensure that the participants were not uneasy while providing

answers during the interview period. At the beginning of the interview sessions, all the interview questions were explained so that they would be understood clearly. The participants' answers very noted down meticulously.

Conclusion:

This chapter looked at how teachers can improve learners' writing skills by implementing new strategies. Most of the students face difficulties in generating ideas using their own words. To develop writing skills, teachers implement these strategies according to the learners' needs. Prior research was also touched upon. This research shed light on why learners are not able to write essays, paragraphs, and construct stories from their own thoughts. This chapter also discussed the significance of the study, objective of the study as well as the limitations of the study.

Chapter 2: Literature review

2.1 Review of Relevant Literature and Research

This study focuses on finding out different techniques of teaching writing to secondary level students. As a result, this chapter confers different related studies and theories related to teaching writing skills among the secondary level students . Moreover, this chapter will shed some light on the research gap prevailing in the existing literature regarding techniques and difficulties of teaching writing to the secondary level students. This section is also designed to understand the basic concept of writing which is prevailing across the world.

2.2 . Process Approach :

Previously teaching writing was viewed as a linear process by language instructors. In another study, Paltridge et al. (2009) pointed out four distinctive sub-processes of teaching writing skills. It begins with conceptualization, known as the conceptualization stage, where writers choose concepts related to their writing to use in their writing (2009).For example: while writing an essay, writers think that there would be an introductory paragraph, a body 15 paragraph and a concluding paragraph. Moving on to the second sub-process, which is formulating or mapping out (2009). In this stage, writers put their ideas into sentences which gives their thought process a structured formation. The third sub-process is modifying or revising the writing where writers find aspects to change, rewrite and develop. Modification can be done based on grammar, vocabulary, content and idea. Lastly, the fourth sub-process is reading the final version and gathering knowledge for other writing topics (2009). On the other hand, another study stated that this linear process of writing makes the writing process oversimplified and under conceptualized, and if writing were so easy, then teachers and students would have to be worried about teaching or learning writing in English (Flower &

Hayes, 1981; Graves, 1983). The researchers also added that oversimplification might not be appropriate in different contexts as it limits the thought process of the writers, whereas writers are supposed to have the freedom of self-discovery through their writing (1971).

As the linear process of teaching writing has different arguments, more recently, some scholars suggested that the process of writing is recursive and non-linear (Harmer, 2007). One study by Clark and Ivanič (1991) suggested that it does not matter if the writer is an experienced one or a beginner. They have to go through several stages of writing, which might not follow any specific order. In addition, Hermer stated about four stages of writing: planning, drafting, editing, and final version (2007). These stages can come one after another, or the writer can go back and forth anytime he wants. For example, while at the editing stage, the writer might feel a gap in the planning stage that needed to be fixed for further progress, so the writer would go back to the prewriting stage to think differently (2007). Thus based on the context or the necessity, the concept of teaching writing may vary.

2.3 Approaches to Teaching Writing

Over the last few decades, there have been changes in perspective on ways to show scholarly composition (Paltridge et al., 2009; Pennington, 2013). A couple of writing approaches for teaching writing to the students are- product, process and genre approaches (Hasan & Moniruzzaman, 2014). If we inspect closely, in the mid-1940 to 1950, writing was taught in a controlled manner where the teachers were the main focus in the class (Silva, 1990). The main focus was on the correction of the product written by the students, and the base of this notion was the behaviorist view where teachers thought that constant repetition and imitation would direct the students towards good habit formation of using correct grammar (1990). As a result, students were compelled to have less exposure to writing samples and more exposure to grammar rules (1990). For example- A teacher will write a sample sentence, and students

will write some sentences following the same grammatical pattern. As the main focus of the product approach was a rhetorical way of writing, it failed to conjugate the fundamental process used during the production (Pennington, 2013). Consequently, in 1980 researchers proposed the process approach. At the very early stage of the process approach, researcher Murray (1972) declared that to write well, the teachers need to make the students go through the process of writing because, according to researcher Nunan (1991), writing can not be to the point and certainly not when you try only once. In another study researchers, Sandmel and Graham (2011) stated that during writing, if the background knowledge or the schema is enabled from the pupils' end, then the end result can be revolutionary. Also, teachers who taught English writing came to realise that it is not only about the grammatical accuracy of the writing but also about the process or the function of writing. Subsequently, with the product approach, teachers began to focus on the process of writing and from sentence-level accuracy to discourse-level accuracy (1990).

 Thus eventually, the process approach gained its popularity while teaching writing in English. One study reflected that writing is a process of interacting with others wherein a writer sends and communicates thoughts and, furthermore, data through composed structures (Hidayati, 2018). Firstly, a prominent way to deal with instructing writing that is yet prevailing today in some instructive settings is the product approach (Tompkins, 2010), where the notion was to reduce the traditional formal aspect of teaching-learning and focusing on the end result. However, by the 1990s, a sudden societal and demographic change occurred in the education sector in different countries. As a result, the criticism of the process approach began to rise. However, the criticism started from the perspective of classroom implementation based on culture, social and language diversity. Therefore, the traditional process approach could not support the new changes in writing techniques brought by the new era. Hyland also stated that the plagiarism issues made the educational world

more concerned (2007). Besides that, teachers were confused about the steps in each type of writing (Horowitz, 1986). Though the process approach was suitable in some ways where students have more time and freedom of choice, there is time limitation and choice constraints in the examination where the process approach did not serve the purpose (Raimes, 1991). In the year 2000, the genre approach was introduced in the "post-process" era (Atkinson, 2003). After achieving mastery over the product and process approaches of writing, the next concern of the writing instructors was to introduce the students to different genres (Hyon, 1996) because students needed to achieve mastery based on different genres of writing such as descriptive, expository, persuasive, narrative, technical and poetic. Writing techniques are fundamental in each composing exercise. Hence, writing approaches are imperative to meet the objectives of the composition. Furthermore, implying various kinds of techniques empowers learners presented with different sorts of strategies. This empowerment will offer students the freedom to distinguish and utilise classes context methodology in future composing depending on their composing reason. Learners who know about the methodologies produce a quality piece of writing (Selvaraj & Aziz, 2019). Thus a proper contextual writing approach would help students to be confident regarding their writing skills.

2.4 Effective techniques of teaching :

At present, teaching strategies have been spread all over the world which is easy and useful both for learners and teachers. When educators teach English especially writing skills, they attempt to use different kinds of strategies. Murugesan States that, there are several strategies for teaching writing,

but most of the time teachers mainly use brainstorming, mind map, note- making, group work, picture, editing, sentence writing, planning, organizing. The main motive of using these strategies is to inspire and make students easily perceive the material. These activities help to develop writing skills as well as knowledge of materials. As Rao P.S.(2019)says that "The teachers should understand the level of the students and try to adopt relevant teaching strategies, methods and approaches for developing learners writing skills that are more suitable for them as well as they should create interest among the learners".

2.5. Brainstorming :

Brainstorming is a process of generating multiple ideas also it is an momentous procedure in building up students thoughts before they really start their writing task (Hamer,2019).One of the most important features of brainstorming is that help students cohesive, build relationships with each other and evaluate their opinions of others.Also, it can be used at any grade of education and under any situation (Gorjian &Namani,2018). Another scholar States that, Brainstorming actually involve students in higher- level thinking which utilizing their earlier information in their writing activities and identify abilities and information they have and what they have to know (Alkhatib,2012).Indeed , " these brainstorming procedure is very useful for the learners to develop their writing skills as there is no hard and fast rule to supply a specific sentence. So, the learners will get an opportunity for their ideas freely, frankly,and independently in the form of writing in the classroom.Also,they can write any sentence weather it is appropriate to the topic or not ,they feel free to do it in a learners – friendly atmosphere" (Namani,2012,p.201).

Moreover, there are several features of brainstorming(Behjat, 2015) .such as:

  *Help participants explore preexisting knowledge and build on what they know.

*promote peer learning and generate ideas.

* promote critical thinking

*helps learners to produce more and more sentences related to the topic given to them.

* This will Help to stimulate students to write through generating ideas, producing words, phrases ideas, unlocking, creating and providing vocabulary as quickly as possible. Also, help them to develop their abilities and write on their own.

There are a number of guidelines that should be considered throughout the brainstorming procedures such as students should not build up on other suggested ideas and ideas won't be criticised. Another important side is that learners need not to be worried about writing and they can simply expose their ideas,thoughts to all that comes into their brain(Behjat, Hashempour & Rostampour,2015).

2.6 Mind Mapping :

Mind mapping is one of the inventive teaching techniques which put information into the brain and take information out of the brain (Tony Buzan,2010).However, " Mind mapping helps the students to organize and structure their thoughts for further understanding the information and discover new relationships, also help for better learning and compelling accomplishment"(Bukhari, 2016,p.203).Also, teachers can use these techniques in writing classes so that learners can improve their aptitude as well as make them interested in writing English (Rohayati,2014).Therefore, mind

mapping is a visual thinking tool which prominently demonstrates the relationship between concepts and ideas as well as helping learners to better analyse, comprehend, synthesize, recall, structuring information and generate ideas (Rahman,2019).

2.7 .Drafting :

In this stage teachers can assist the learners to generate their ideas. This strategy is done in the class frequently in pairs or groups where learners can be asked to develop their ideas into short sentence or notes. Moreover, learners should focus on getting ideas down on paper without worrying about spelling and grammar so that they can judge the quality and usefulness of ideas. At the last stage they can develop their ideas and thoughts,after that learners can write a final draft.

2.8 .Revising :

After making the first draft of an essay or paragraph students may check their copies which helps them to replace the dead words. By this strategy in the writing class students can gained some perspective. On the other hand, they can share their mistakes with their friends what they have written in their script. They can replace the word if they want. By this strategy students can negotiate with their friends about their mistakes, as the teachers again guides and facilities (Johns,2011). Teachers may make an effort to publish the students' work which helps them to become a good writer.

2.9 Error correction:

Feedback plays a significant role in teaching and it should be applied not only at the end of the class, but also at the start (Keller, 2011). It helps students improve their performance in academics as well as helping them clear their concepts (Penny Ur, 2002). During feedback, teachers usually focus on grammar, spelling, vocabulary, and sentence making. Students thus

need to focus on grammatical rules, spelling, and vocabulary to write correctly (Agbayahous, 2016). According to Harner, teachers should correct errors in the specific parts of the writing such as vocabulary, grammar, punctuation, phrase and idioms, and organization of words (2019). Constructive feedback helps learners better figure out how to write, how to generate their ideas, and even increase their interest in writing (Hyand, 2006). Unfortunately, sometimes teachers carry out excessive corrections, and because of that, students become demotivated. With proper feedback, however, learning becomes a lot more effective. Students can revisit their work whenever and wherever necessary (David, 2010). Thus, proper feedback transforms students into self-aware learners, while also helping build supportive classroom environment (Sikder, 2013).

2.10. Group work :

  Most of the Teachers basically use this technique to regulate and correct students writing at all levels of education and this based on assignments, presentation, discussions, and group study (Wright & Bailey, 2004).Teachers ask students to work in group.Working in a group or pair increases communication between students, thereby enriching their communication skills, vocabulary skills and many who remain quiet get an opportunity to speak up.Also, this group work technique help learners to exchange of ideas among them for the purpose of expanding students thinking, learning, understanding and problem solving. Then,they

communicate with others they share their knowledge, feedback, guidelines, and give/receive support about success and failure (Kundo & Tutto, 2001).At the last, "learners look on all the members work and finally they discuss what they understand and write the observation result into descriptive text" (Murugesan,2019,p.123).

2.11 Challenges of learning writing skills :

In Bangladesh, where English is used as a second language, students face different challenges in learning English writing. Students hesitate when they write reports, dialogues, letters, compositions, paragraphs since they struggle to track down the right words, battle with the grammar structures, or may discover the accentuation troublesome (Suvin, 2020). 33 Rahman and Sharkar (2019) stated another problem is that learners get an opportunity a few times per week with the expectation of creative composing exercises, for example, paragraphs, story writing, dialogues on familiar topics referred to in the prospectus. Another difficulty the students face is that the focus is mostly on reading, not writing (2019). Rahman et al. (2011) expressed that the pictures and posters the teachers use in the class for demonstration are not up to the mark and are unsatisfactory. Most of the students of Government Schools belong to underprivileged and illiterate backgrounds. Therefore, learners' insufficient knowledge in English and inadequate English interaction surroundings creates an obstacle in English classes (Ehsan & Aziz, 2014). Moreover, students' families are unable to provide the required resources; consequently, students have to suffer (Babu et al., 2013). These are some challenges students face while learning to write in the context of Bangladesh

2.12 .Challenges of teaching writing skills :

Developing composition expertise is a difficult job in the case of secondary level students (Suvin,2020). One study showed that teachers are not making lesson plan according to learners needs and based on the level of their students, as a result they face challenges to teach writing English in the class. (Kabir, 2015). Moreover, when teachers apply group or pair work sometimes it is very noisy and teachers feel worried that they might loss control over class. (Harmer, 2007, p.501). For instance, because of time limitation they could not check all the students written script. Nowadays, teachers faced problem in motivating the students because of their naughtiness (Asep,2014). Lack of parents' support will make the teachers having a hard time to teach writing. On the other hand, lack of professional experience is another problem faced by teachers which will lead to stress and tension to teach writing at the Secondary level students (Hasan,2015). This are challenges teachers face while teaching writing in the context of Bangladesh.

Conclusion:

The issues discussed in this chapter provide the basis for the interview questions for the teachers. The questions will be used to evaluate the current teaching strategies in the secondary schools in Dhaka.

Chapter 3: Methodology

3.1 Introduction:

This chapter helps to understand different and multiple perspectives of the worldview of different people. Also, each interpretation has a different meaning, which reflects individual experience. For example, I taken interviewed multiple English teachers. They gave opinions. I did analyze the data from an objective point of view. Therefore, the meaning is formed through the interaction.

Research design :

This study is conducted based on previous literature multiple case studies and journals which can answer my research questions. Multiple points of views were taken into consideration to from an assumption that learners can improve writing ability through different types of strategies, also they can remove their writing obstacles with the help of teachers guidance, feedback, and motivation.

3.2 Method of data collection:

"A structured interview is a data collection method that depends on asking questions in a set order to collect data on a topic" (Kothari, 1989, p.188).

According to Kothari (1989), the major advantages of the interview method are as follows:

The interview can delve deep into the topic and more information can be acquired. The interviewer can use his/her skills to overcome resistance or reluctance from the interviewee. If necessary, the questions can also be restructured or rephrased. It is also much easier,

simple, and cost effective than other processes of communication. Moreover, additional information about respondents' personal information and environment can be collected. Should it be required, the process can also help the researcher collect fresh, new, and primary information. Generally, the interviewer can select suitable candidates for a particular question, which is impossible in other techniques. The speech of the interview can be adopted according to the needs or educational level of the interviewee. This will help the researcher to identify any misconceptions and errors. Seliger and Shohamy (1989, p.166-167) state that interviewing allows for "a level of in-depth information gathering, free, responses, and flexibility that cannot be obtained by other procedures".

3.3 Description of the interview for teachers:

All of the questions asked in the interview are according to research queries, with there being 6 open-ended questions. The areas that the questions target are as follows:

1. Creative writing and intertextuality

2. Feed back and group work

3. Writing practices

4. Difficulties faced in English writing class

This section " creative writing and intertextuality " generates the first question. In this section, the interviewees discuss the topic of "strategies for teaching English writing ". The teachers are asked about different factors that may affect method suitability.

1. **creative writing and intertextuality:** Students are given a topic to generate their ideas also given them a chance to brainstorming, mind mapping, drafting, revising. Also, give them

a chance to read the text before writing because reading and writing both are compliments each other.

2. **Group work :** Group gives a communicative situation where learners can converse with their fellow mates, also motivate learners to participate in the class. Students get the opportunity to participate themselves without the interference of teachers about the mistakes they would encounter.

   Feedback : Feedback works as motivation to learn something new.By providing feedback learners can communicate better with their teachers.Proper feedback helps learners to improve vocabulary ,grammar,and language very smooth and fast.The question observed is whether teachers evaluate their students on their writing tasks. Students are given an assignment to submit, and after submission feedback is given.

 3. **writing practice:** The question asked is whether critical thinking is developed due to writing more, focusing on structure, phrases, vocabulary, while reading and then applying it in their respective writing.

4.. "P**eer editing**". The question to be answered is whether the teacher applies peer editing. With peer editing, students can identify each other's level of skill and can learn something new. In addition, they can rectify each other's mistakes.

5. **Difficulties faced in English writing classes :** Here, students face many difficulties to write paragraph, essay because inadequate knowledge on grammar, structure, vocabulary, spelling, lack of untrained teachers, lack of students Commitments, lack of motivation are very common phenomenon. Sometime they do not understand what teachers are teaching. To overcome these challenges teachers need to provide guidance, feedback, classroom facilities, arranging competition, different fun activities which helps them to improve writing skills.

3.4 Validity and Reliability:

Validity and reliability are used to assess the quality of research, for making research design, method planning, and writing up the result; they point towards good research, techniques, and how well a test measures something. Reliability presents the "extent to which data collection procedure elicits accurate data" (Seliger and Shohamy, 1989, p.184).   It is about the consistency of a measured value. Validity is about the accuracy of a measure and is used to evaluate the quality of research. It is the extent to which the data collection procedure measures what it intends to measure (Seliger and Shohamy, 1989, p.188). A pilot study, before the actual research is administered so that the necessary changes can be made if needed.

1. Objectives of the study

2. Theoretical discussion of the methods

3. Pilot study

4. Consultation with the supervisor of the research.

3.5 Universe of the study:

The topic of the study requires that the researcher collect data from various government secondary schools in Dhaka city to maintain the validity and reliability of the data. This kind of large-scale survey would have involved a lot of money and time not attainable for a post-graduate study. Because of time constraints and cost, these schools have been chosen.

3.6 Sampling for the study:

To collect the data, the researcher set a sample unit. Eight secondary schools of Dhaka city were chosen for the interview, with eight subjects respectively. Samples selected for the survey are shown in the following table:

Type	Number
Teachers' interview	5
Students' interview	2

Detailed sampling plan

Institution	Teachers No	Students no
School 1	1	1
School 2	1	1
School 3	1	
School 4	1	
School 5	1	

3.7 Administering the teachers' interview:

Before administering the main interview, the researcher provides a pilot study so that she can rectify the problems with the questions. Alshenqeeti (2014) points out that some strategies of maintaining the validity and reliability of an interview are steps such as conducting pilot interviews, avoiding leading questions, taking notes, and asking the interviewee to summarize

the conversation or clarify certain points (p.44). Because of the pandemic, data was collected through phone calls. In the final interview, it was very important for the researcher to keep the interviewer's motivation level high. The interview sessions were completed within two weeks. At the beginning of the sessions, respective confidentiality was agreed upon, so that those unwilling to share details would have their speech kept secret and only applicable for the study. All the participants are English writing teachers.

3.8 Process of data analysis:

The data collected from the interview was analysed based on the five steps suggested by Taylor-Powell and Renner (2003) in their article "Analysing Qualitative data". In the first step titled 'Getting to know the data', the researcher "read and re-read" (p. 2) and listened to the data several times. This was followed by the step titled 'Focusing on the analysis' where the researcher reviewed "the purpose of the evaluation". This focus was done based on the statement "how all individuals [...] responded to each question or topic" (p. 2). For the third step titled 'Categorizing the data', the researcher first identified themes or patterns and secondly, organized them into coherent categories. This part, according to Taylor-Powell and Renner, is the "crux of qualitative analysis" (2003, p. 2). The researcher first identifies themes and then elicits emergent-categories from the data. For step four titled 'Identifying patterns and connections within and between categories', the researcher summarized "the information pertaining to one theme". In the fifth and final step titled 'Interpretation- bringing all together', the researcher "used themes and connections" to interpret the findings, developing a "list of key points and important findings" (p. 3). She used "quotes and examples" to illustrate the points and "bring the data to life" (p. 3).

Ethical consideration:

All the ethical considerations before conducting the study are taken into account. Before taking the interviews, consent forms were sent to all the participants and they signed those forms after reading. Also, while recording their conversation the participants were aware and I promised them to keep their identity confidential.

3.10 Conclusion: The results found from the interview have been analysed and presented in detail in the following chapter.

Chapter 4: Findings and Analysis

4.1 Introduction

Writing is considered to be the most useful skill in assessing student performance and achievement in all levels of education. In this case, if we want to improve this skill, we first have to know what types of strategies are most suitable for the students; teachers have to be able to guide them to improve their writing skills. The main objectives of this study were to explore how teachers can improve these skills by following new strategies at the secondary education level of Bangladesh. This chapter will present the findings of the study based on research questions.

4.2 Analysis:

The analysis is broken down in the following format:

● Question asked

● Theme explored

● Emergent Codes

● Findings

Q1: What kind of strategies do you follow for learners to improve their writing skills?

Theme: strategies for teaching English writing

Emergent codes:

1. **Creative writing and intertextuality**

2. **Quick writing practices and role play**

3. **Group discussion /co- operative learning**

4 .**Feedback and revising**

1. Creative writing and intertextuality

As some of the teachers teach English writing classes they prefer some teaching strategies to develop learners writing skills. According to the teacher 1 and student 6 says that creative writing seems to be the effective strategy that the teacher are using. Students are also feeling good when teacher use this strategy.

> *T1: I try to communicate all students as much as I can. Then, I apply different types of strategies for the objective of improvement. When I teach them paragraph or essay writing, first of all I give them different topics to choose from. Then I give them the chance to brainstorm, plan out mind maps, and draft. Also, I give them the chance to read because they can't write if they can't read. I think that helps learners to generate their ideas, while also helping them improve vocabulary and grammatical knowledge. Students are given problem-solving tasks, open/close ended questions, assignments, and even*

debate practice so that they can write creatively   and come up with solutions. After

finishing their drafts, I provide feedback.

S6 : First   of all teacher   gave us a topic to write a story . Then we gather information from different sources. Through this process we can strengthen vocabulary, learn phrases and idioms.   In the second step we analyse the information. Finally, we generate ideas and express our thoughts, all of which helps us to develop creative writing. I think that creative writing is the best way to develop our writing skills.

This point narrated by the participants is in line with what Yan states i.e., emphasis should be placed on creative writing, assessment, and feedback (2015). In 1999 Browne said that brainstorming for idea generation gives support for learners when they are thinking about what to include in writing. In addition, it allows students to think about the content and on top of that, enables them to improve their thought processes from prior writing drafts to writing new versions. Most of them suggest that for promoting   writing   skills teachers can use problem-solving tasks, open/close questions, writing practice, and critical thinking questions among students. Teachers can also give the students a specific task to generate their ideas and go forth to accomplish their tasks. Teachers encourages them to read the text before writing because both are compliment each others. Without reading they can not write. Students feel happy when they can write by generating ideas. In (2003) Chokwe says that, writing can not be discussed in isolation from reading (p.123).

.

2 Quick writing   practices and role play:

One of the teacher suggested that learners needs to exposed to as much writing as possible including essay, paragraph ,letter ,application. For example the teacher says that,

T3 : Most of the time I apply quick writing strategy. Students are given a topic with a time limit, usually 10-15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping .I think that from their piece of quick writing, they can identify key ideas or interesting thoughts by underlining them. When, I wanted to Teach them dialogue I give them the scenario and then they do role playing here in the class after that I make them to write the same things what I asked them to do.

According to teachers' perspectives, writing practice encourage learners to participate, develop their vocabulary, grammatical skills and of course, generate their ideas. The participant also indicates that students need to read each other's work/exchange for criticism and improvement. According to Steele (2004), teachers have to read the drafts and correct mistakes. The works will improve and at the end of the day, the students they will be better writers. This is compatible with the findings of the study conducted by Wallace (2004, p. 234) which states that learners can "benefit from practice at writing about the result of their research as well as expressing their feelings and experiences". For example, it is suggested that lots of practice is required in using writing to generate ideas, develop their rank, deliberate about problems and paradoxes, make arguments and think new thoughts about the world .According to Brown (1999) , by role play activities students get the opportunity to rehearse orally what they are going to write.

3 Group discussion /co- operative learning:

All the participants agreed that we can improve our learners writing skills to read and write when we teach them explicitly how to communicate with other and support one another.

T 2 :I ask the learners to write the tentative points and think over them and write. Alternatively, I often ask the learners to read some paragraphs/essays and reproduce them in their own language to be corrected/edited by me. Some of the time in class I try to keep different types of games like ice breaking games, Small Group competition, group discussion which helps students learn to think from the point of view of a subject discussion by giving them the practice of thinking.

T4: Regularly, I assign brief topic-based tasks in my writing classes. For the large classes, I make groups of 4/5 students and I check one task from each group. The choice of one from each group varies from day to day. Sometimes I ask group members to analyse and check each other's write ups. Finally, I recheck their writing.

In addition to the above views T6 and T4 suggested about the concept of group discussion/co-operative learning . He indicates that given the opportunity, he wants learners to engage in group work. It helps them to interact with and support one another. This view is compatible with the findings of the study conducted by Lantolf (2000, p. 213), which argue that learning is extended into the "zone of proximal development through collaborative construction of opportunities and active participants".

4 Feedback and revising :

It emerged from the interviews that feedback and revising helps learners to increase their interaction, build a sense of class community, confidence, motivation, enhance critical thinking, all the while improving the level of their writing. In this way, they get the opportunity to share their ideas and provide/receive constructive feedback.

T 7 : I always try to provide instant feedback, so that they can rectify their mistakes, for instance I focus on grammar, vocabulary, spelling. They are effective but differs for different students. Though they can't fix all the errors but that is OK for their level. I believe they will learn gradually by practicing. Some weak students take more time to fix their errors but I keep correcting. Sometimes, I apply peer feedback to rectify learners mistakes. It's very effective writing strategy I think because most of the students feel hesitated with engage me.

Student 5 :Brainstorming for ideas and providing interactive tasks to initiate writing. I think that creative writing refers to inventive tasks like essay writing , paragraph writing, which sponsors effective writing through self-discovery. So, most of the time teachers provide us different writing tasks. Also, they encouraged us to read the task otherwise without reading we could not write. Then, we utilize our earlier knowledge in the Writing activities and distinguish writing abilities, information what we have to know. We make a final draft from our own words. Then we read what we have written again. We replace the dead words or unclear words and evaluate our works with fellow mates. Then teachers provide feedback on grammar, punctuation, spelling and motivate us to become a best writers.

Most of the teachers firmly believe that feedback is an integral part of language teaching. If the teacher does not correct error or provide feedback on time, then those incorrect processes might get fossilized. Constructive feedback helps learners to gradually get to know the difference between what is correct and incorrect in the writing process. It is the teacher's job is to create an amenable atmosphere where their students can participate freely and

comfortably. Only then can learners show more interest in write. In the writing process, different types of errors can be made, so the teacher has to provide feedback very carefully and in a manner that does not discourage the students. Proper feedback helps learners to improve vocabulary, grammar, and language very smooth and fast. As stated prior, the teacher has to keep in mind that feedback should be done in a way that will encourage or motivate the learners. . This helps refine the learning and teaching process, so things are easier for both teachers and learners. In a 1995 journal, Walter states that if the students "are going to become more accurate they must learn to monitor themselves".Revising is also important as like as feedback .After making final draft they check their written script and discuss with their friends which helps them to identify their mistakes ,also they replace the dead word .

Q2: How confident are you that promoting writing skills can be sustained by utilizing these strategies?

Theme: sustainable strategies to improve writing skills

Emergent codes:

1. **Help in gather information**

2. **Knowing own weakness**

3. **Helps to negotiate meaning with peers**

4. **Help learners to correct vocabulary and writing assignment**

1. Help in gather information:

During the interview of the teachers they talked about different types of strategies related to English writing. This helped me to focus on English writing techniques which helps students to enhance their writing skills.

T1:I am quite assure that by using these strategies good writing Skills will be sustained. For instance, when I apply group or pair work activities I think that this may make the learners serious about the class participation, they can gather information from others and everyone tried to develop writing skills as well as it allows the learners to write collaboratively by combining the ideas which makes their writing more effective.   I think this is more sustainable strategy to improve learners writing skills.

 STUDENT 5: I think creative writing strategy is an instructional method that helps us to think critically or generate ideas also we can discuss our problem with each others and what we actually want to know. When teacher apply this strategy we can learn vocabulary, grammar, spelling which can increase or regenerate motivation. So, I confident that these strategy is very important part of the writing process to improve our writing skills.

 These strategies ensure that the minds of the learners are swift to be active, and that they think quickly to order to apply these thoughts in writing. The teacher should provide feedback on time so that they can generate their ideas for promoting writing skills . Also, teachers need to apply a variety of writing styles so that writing skills can be developed faster. Critical thinking or generating ideas aims to make learners independent thinkers and helps them to solve many problems within the writing process. Students are grateful by using this strategy.

2 Knowing own weakness:

This section includes different writing strategies implemented by teachers which are sustainable for promoting learners writing skills. Also, the participants share some issues they faced in the writing classes,

T 2 :I ask them submit the assignments and I mark the mistakes and discuss them while I give the feedback. These strategies is very effective way to correct mistakes and enable students to learn from their mistakes. I think by providing feedback low proficiency learners get more opportunity to identify their mistakes as well as they can practice communicative grammar activities with their peers. So, this is sustainable strategy to improve learners writing skills.

T4 :I ask the students to present group wise tasks and I provide peer feedback through screen sharing, sharing comments and corrections in the box which helps them to understand their mistakes. Also, I think that group work help learners cohesive, build relationship with each others, and evaluate the opinions of others. Also, by utilizing these strategy students get the opportunity for presenting new information and they are automatically motivated. So, I certain that this strategies is sustainable for promoting writing skills.

The responses seem to suggest that feedback helps learners to increase their interaction, build a sense of class community, confidence, motivation, enhance critical thinking, all the while improving the level of their writing. In this way, they get the opportunity to share their ideas and provide/receive constructive feedback. Learners can get feedback from several audiences, which increases the chances of learning something new. By providing feedback they can rectify their mistakes whatever they had written in their exam script. This strategy is a sustainable to improve their writing skills.

3 Helps to negotiate meaning with peers :

Peer work and revising both are equally important for teaching English writing. This implies that feedback helps students to avoid future mistakes also helps them to co-operate their lacking.

Student 6 :For correcting errors I prefer to peer editing. Because of that we can assess and improve our writing. Peer feedback motivate us to learn something new from our partners. Peer feedback helps us to engaging in the process of sharing ours ideas and receiving as well as offerings a formative feedback and suggestions for promoting a piece of writing. We can communicate with each other effectively and accept different view while listening carefully ,thinking critically, and participation constructively, also makes positive attitude towards learners. So, I think this strategy is good for promoting writing skills.

T7 : I ask them to write essay, paragraph. Then they eventually make a final draft and that will undergo final revision and editing. They check their papers and discuss with their partners. Students replace the dead words then I provide guidance and facilities. Because of that they can rectify their mistakes also I motivated them to become a good writer. I think that when I apply this strategy students can get the opportunities to evaluate their work with their mates. Sometimes, they feel nervous interact with teachers.

According to the discussion above ,When teacher apply peer feedback, he observe that learners are able to negotiate meaning and collaborate with each other to clarify their respective voice, arguments and thought processes. It helps them develop strategies for properly generating their thoughts. "By providing peer feedback, learners can improve their writing skills as evidenced by the statistically significant differences among the participants in the experimental group and the control group" (Farah, 2012, p.199). Here, some teachers agreed with feedback, while others preferred feedback from the teachers. Both strategies are vital in improving writing skills. A good deal of the research reports that providing peer feedback helps develop meaningful communication with partners, while also maximizing the opportunity of forming new ideas and understanding different aspects of the writing process (Farah, 2012). Peer feedback helps learners to engage with problem-solving tasks and they can negotiate meaning with their friends, also they develop their critical thinking as opposed to rote learning and memorizing

4 Help learners to correct vocabulary and writing assignment:

T3 :I think that vocabulary is an important element in secondary language acquisition . when learners write essay or paragraph they do not have sufficient vocabulary knowledge .I basically judge them on the basis of vocabulary features .I provide feedback on the vocabulary ,spelling, grammar so that they can be able to write any tasks or assignments. I am quite assure that by utilizing this strategy good writing skills will be sustained.

The responses seem to suggest that vocabulary is an important element   taught by implementing note taking, underlining new words, making lists, repeating the new words, and providing feedback on spelling,   (Letchumanan, 2017). One teacher states that when he provide feedback he basically judge them on the basis of vocabulary, spelling and grammar which helps learner to become a good writer. Also, they are able to write assignment without any mistakes.

3 What is student's perception regarding the usefulness of these writing techniques?

Theme : Students perception on teaching writing techniques

Emergent code:

  1. Difficulties faced in English writing class

   2 .Students liking about English writing techniques

● **Difficulties faced in English writing class :**

Students face difficulties in English writing classes when teacher implement these writing techniques .according to the students participants,

I sometimes do not understand what the teacher is saying in English writing class .I can scared to ask again .Also ,I make mistakes to write essay, paragraph .I do not understand the meaning sometimes.

I usually follow individual tasks. Because it takes more time. I do not prefer pair work as they mistakes frequently but it becomes challenging to achieve accuracy because of time limitation.

Sometimes, I could not listen all the students properly and correct their mistakes. Then students face challenges by utilizing group or pair work.

Here the participants face difficulties like making mistakes, lack of understanding, problem in understanding meaning .teacher should do needs analysis before implementing any writing strategies in the class.

● **Students liking about English writing techniques**

T1 :*When I apply different types of strategies students feels confidence in working freely also they become motivate to learn lessons. They like   different fun activities, games, quizzes ,pictures ,group work in the class. For instance, when I apply group or pair work they feel positive because they got an opportunity to apply their previous knowledge by sharing and exchanging their ideas with each others which increase their changes of writing.*

Student 5*: At first ,teacher gave us a topic to gather information ,then we analyse information from text, or by questioning the context. At last, we express our critical thinking within the genre of writing. This strategy helps us to generate ideas as well as improve writing skills. We feel excited in using writing to generate ideas. But I do not like group work because it takes more time and we do not get opportunity individually.*

According to the above discussion ,it is visible that some students have positive preference towards learning through play, group work ,different fun activities, quizzes. On the other hand some students have negative preference towards group work because it wastes more time. But they like to write essay, paragraph ,different writing tasks with creatively and without any mistakes.

4 .Why students face challenges to cope with writing skills?

Theme : Students face difficulties during writing

Emergent codes :

1. **Inadequate knowledge on writing**

2. **Lack of competence and learners affiance**

3. **Lack of trained teacher and class limitation**

● **Inadequate knowledge on writing :**

T1: Students feel hesitate and face different challenges when they write reports, dialogues ,
letters, composition, paragraphs since they struggle to track down the right words, battle with the
grammar structure, vocabulary, spelling, or may discover the accentuation troublesome. Therefore,
learners insufficient knowledge in English and inadequate English interaction surrounding creates an
obstacle in English writing classes. They face challenges because of poor grammatical competence,
generational ideas, lack of linguistic knowledge, lack of motivate.

T4: Students face difficulties in English writing classes. I think that most of the learners are
unable to use grammar, vocabulary, spelling properly. Learners do not get the proper production on
writing skills from early stage. Inadequate development from the initial stage those are the big
problems to cope with writing.

According to the above discussion, learners' insufficient knowledge in English writing which creates an obstacle in English class. To sum up, very little attention is paid to vocabulary learning, for this case students face difficulties to build -up their writing tasks. In writing, grammar, vocabulary, spelling regulates how a paragraph should be build -up and how the ideas can be understood. It is

clear that students get in trouble with inadequate grammatical knowledge, vocabulary, spelling knowledge and are worried about their ability to choosing and utilizing words to write sentence. Students grammatical, vocabulary knowledge is not sufficient to become a good writer (Susanto, 2018).

- **Lack of competence and learners affiance**

T2 : At first ,I want to say that English is not our mother tongue but learners interference English with our mother tongue. Also, they learn English according to GTM method, lack of well – developed vocabulary, lack of skill comprehend when it comes to English. Also, I think that they do not have basis of English.

T 7: When I give them to do homework, they don't do their homework. They will copy from others. I ask them to do group work, they enjoy it ,But they waste a lot of time on that. Also, some of them do not participate in their groups because of shyness. On the other hand, most of the students don't come in to classes so they miss out on those lessons. In this case, they face challenges to cope with writing.

From this responses we learn that fail to do homework on the regular basis that effects on their writing skills. When teacher apply group work they waste more time. On the other hand, one teacher States that the absenteeism of students is the big problem to cope with writing because if they miss the class they will not understand any thing. Another important issues that most of the learners interference English with our mother tongue. In (2006) Shin states that teachers reported feeling overwhelmed by the number of non- native errors in their students' writing.

- **Lack of trained teacher and time limitation:**

In English writing classes at the secondary level has many limitation and those are time limitation, limitation of vocabulary, lack of trained teachers,. Our participants also mentioned some limitation in their class those are,

T3: I think most of the teachers do not use English when teaching learners. Also, they Teach them according to GTM method . In this case students memorize grammatical structure. There are many teachers who are not Qualified or trained to teach subjects that they are teaching. I realize that without trained teacher learners can not improve their writing skills as well as they face challenges to write English. A qualified teacher play an effective role to develop writing skills .They are not making lesson plans based on the level of their students as their interest as they face challenges to teach writing.

STUDENT 5: In the writing classes we are unable to finish our writing tasks because of time limitation . Also, teacher could not check our copies within a short time. Because of that many things remain to be learned in our studies. For this reason, We face difficulties to cope with writing.

According to the above discussion, teachers do not get the time to check papers individually. The absence of sufficient English instructors in the schools is likewise a concerning matter for which educators of different subjects need to take the English classes ; however, they do not have top to bottom information and training in English (Milon,2016). Hasan (2004) claimed that teachers do not make the lesson plan and do not have proper resources for exposure. Also, teachers are not provide worksheet to all the students due to the lack of digital resources, and as a result they do not make worksheet (Ehsan,2013).One of the student states that because of time limitation teachers could not communicate to all students.

5 .How do you overcome those challenges?

Theme :Overcoming Challenges

Emergent codes:

1.Organizing mixed learning techniques

2.Utilizing group work and Writing practice

3. Providing feedback

- **Organizing mixed learning techniques:**

T 1 :I try to communicate with all the students as much as I can. Also ,I suggest they Watch English movie, cartoons to have exposure. I check their copies and marks on the errors on their final script. Sometimes, I provide different fun activities, apply open – ended and close -ended questions, writing practice, ice breaking games, story writing, quizzes which helps them to overcome those challenges. Moreover, when I teach them essay or paragraph writing first of all students are given a topic, then they gather information about. Secondly they analyse it. At the last stage they express their thinking into written script. This strategy basically helps them to overcome obstacles.

T 2: I think co – operative/ collaborative learning is the most effective way to overcome obstacles. when I apply co -operative Learning strategy students can increase communicative skills as well a their language proficiency. Also, students get more opportunities to practice the target language. It makes them familiar to work in a multicultural environment as well as it encourage them to appreciate different opinions of other.Also, writing workshop is more effective to overcome challenges .

According to the above discussion, mixed learning techniques can be one of the answers of teaching writing skills. In addition, co -operative learning among learners may help upgrade

instructing writing, concentrated writing activities to distinguish learners' shortcoming which helps learners to improve their writing skills. One teacher States that he apply different strategies like games, fun activities, quizzes, group works, peer works, individual works also provided feedback to overcome challenges whatever students faced. It makes familiar to work in a different environment.

- **Utilizing group work and writing practice**

T 3: I think group work helps in assistance to each other by sharing knowledge .students are more motivated to communicate ,also they got an opportunity to speak up .Sometimes learners are feel irritated ,worried, anxious about making mistakes in front of others. By doing group work they can interact with others and feel relaxed. Group work activities has many benefits though certain challenges encounter to implement the activity successfully. On the other hand, students are given assignment, different writing tasks so that they can do writing practice which helps them to overcome challenges.

Students 5: I think that Peer work is the most significant way to improve our writing skills. Teachers always starts the class with a vocabulary pair activities where we can discuss our partner in order to define the vocabularies. Group work makes us familiar to work in a multicultural environment. Collaborative tasks or group work helps us to enhance our interpersonal relationships as well as makes us confident about own writing.   I think that by following this strategy we can overcome our challenges .

According to the above discussion, group work helps in assisting each other by sharing knowledge. Students are more motivated to communicate and they get opportunities to speak up. Sometimes learners feel irritated, worried, and anxious about making mistakes in front of so many people. By doing group work, they can ease into the state of cooperation due to the small number, and interact with others in a more relaxed manner as well as they are able to overcome challenges. Group in writing tasks are sometimes beneficial, but sometimes in a group work the effort may not be decided equally. There should be a balance of group work

and individual work from time to time so that all learners can benefit. To overcome challenges teachers need to provide different writing tasks, giving homework, arranging competition though group activities.

- **Providing feedback :**

T4 : I usually carry out the following: promote interaction among students by giving them topic to discuss in a group. I ask open -ended questions, I encourage them to be reflective and I give them topics related with real – life problems. I also introduce writings of other critical thinkers . At last, I Provide feedback which makes learners aware of the mistakes that they have made. I believe that by providing these strategies they will be able to overcome those challenges.

T 7:In order to overcome challenges I think that I have to pay more attention to teach writing such as giving guidelines and feedback. When they will get Proper guidelines students will be moving forward to produce a good piece of writing. Students are having trouble with grammar because of they have limited knowledge in grammar. By providing guidelines and feedback learners can identify their mistakes. Next time they will not do any mistakes.

Most of the teachers argues that, when they provide feedback their comments helps learners to avoid future mistakes, develop their grammar and vocabulary, as well as making their ideas clearer and more defined. Teachers feedback makes learners aware of the mistakes that they have made. The above findings confirmed that teachers feedback, problem – based tasks, group /peer work stimulated learners to think critically and helped them to identify and produce appropriate concepts, judgement, arguments and evaluation of a given problem in order to identify effective solution.

6 .What your perception while you write an essay, what was your feelings in the writing class?

Theme :Students attitude towards writing

Emergent codes:

1. Fear of making mistakes

2. Positive preference

3 .Struggle to cope with writing

- **Fear of making mistakes:**

   T2: My experience is that they are scared to write more. Students may be unprepared and reluctant because of inadequate knowledge on grammar, vocabulary, spelling, inadequate schooling experience which makes them fearful to make mistakes. They feel hesitate when they write essay or paragraph because they did not know the basic grammar, sentence construction, topic sentence . For example, when a baby learning how to walk, he had to fall many times before he could walk. Learners also make mistakes before they could Write. In this case they should gain greater confidence in their emergent language skills.

   Lake of vocabulary knowledge makes Writing difficulties which occurs during classroom activities. By having extremely restricted information in grammar, we feel nervousness to compose sentence with the correct language structures.

- **Positive preference:**

T1:   I think when learners write an essay they can generate ideas, it helps them to write well. Students feel delightful because it helped them so much to write in a good way, easy way. At first, I teach them how to think critically. Then they gather information and analyse it also make a final draft. So, it is actually exciting when they write essay without any errors.

Leaners feel positive when they can write essay, paragraph or any writing tasks without any mistakes. According to the above discussion learners have positive preference towards : writing through Creatively. It helps students in order to enhance the thinking power and capabilities of the students as well as improve vocabulary, grammatical knowledge.

- **Struggle to cope with writing:**

T4:I think grammar plays an significant elements for effective writing skills. When I ask them essay writing students get in trouble with grammatical mistakes and worried about their ability in choosing and organizing words to produce sentences. Most of the time students use the word without understanding the structure of grammar.

T 7:When I ask them to write essay or paragraph they are unable to write because of poor Grammar, poor spelling, students readiness and lack of exposure to book and reading materials. In order to improve writing skills more attention should be given by a teacher to teach writing such as giving guidance and feedback.

According to above discussion, learners face a more significant challenges while they write. This is because of inadequate knowledge on grammar structure, spelling, vocabulary knowledge. Most of the time students could not understand what teachers are saying. In (2019) Sahmadan states that, it was the correction of grammatical mistakes and the purpose of this feedback was to improve learners ability to write correctly.(p.189).

Chapter 5: Conclusion and Recommendation

5.1 Introduction:

This chapter aims to summarize the major findings, discussion and implications, recommendations for the teachers and students to approach writing techniques in English writing classes among secondary level students. This study also focus on the challenges of writing by students and teachers.

5.2.Major findings of this study :

The major findings of this study is teachers will provide different strategies which makes learners awareness of writing skills. The important strategies are : group work / peer work, revising, and role play, creative writing and intertextuality, quick writing practice, teachers feedback which helps students to promote their writing skills. On the other hand, most of the teachers utilize different fun activities, quizzes, games related to improve writing skills. Students feel positive when teachers use this strategy in English writing classes. But most of the students are face challenges to cope with writing. They are unable to produce words, problems in grammar, vocabulary, spellings, memorization of grammar rules, unable to relate to context, Sometimes they could not understand what teachers are saying. In this case, to overcome those challenges teachers need to provide proper feedback, guidelines, utilize co-operative activities, and should organize mixed learning techniques so that learners can be benefited. Another important aspect is to make the students connect to what they are writing and to do so the strategies could be telling to do group work, fun activities, connotative learning, games. This will help students to enhance writing ability. Also, to overcome those

Challenges teachers should be giving continues writing practice, arranging competition, giving homework and classwork, providing feedback and guidelines, Communicating with partners, giving pre- tasks activities before writing, making real- life connection, and arranging question -answer sessions. Lastly, in the last question of finding students perception when they write essay or paragraph in the Writing classes. They evaluated and it was found that students face difficulties regarding lack of vocabulary, making mistakes, inadequate knowledge on grammar, spelling, sentence construction, lack of understanding. Also, students have positive preference about English writing class on learning through group work, different fun activities, role play activities. Also they feel positive when they can be able to write paragraph and essay without any mistakes. On the other hand, they have negative preference on understanding the meaning, making mistakes, time limitation, untrained teachers.

5.3 Group work:

Group works play a vital role in both areas of teaching and learning. When teachers present group/peer work, learners can better identify problems because of collaboration. Group/peer work can be an effective way to improve writing skills. According to Menon (2016), group/peer works help learners to think about the content of study, and is also a great way to develop critical thinking and writing skills. Most of the teachers suggest that teachers need to apply collaborative writing, group work, group discussion, problem-solving tasks, concept mapping, peer editing, and brainstorming for promoting proper writing skills.

5.4 Teachers feedback:

Feedback from the teacher is an important strategy to improve students' writing skills, helping them to better identify their errors. Learners make lots of mistakes such as in the areas of spelling, grammar, vocabulary and sentence construction. As such, they require constant feedback, primarily because after a while, they tend to forget about their mistakes. When the teacher provides feedback on grammar, vocabulary, spelling, and sentence making, they will be able to improve their writing skills.

5.5 Institution:

Survey results show that most of the schools give the teachers freedom to teach according their own strategies.

5.6 Teacher-student interaction patterns:

The results show that the teachers try to adjust their strategies according to learners' needs, activities and the context they are teaching in. While maintaining their authority, they also try to be as friendly and cooperative as possible. Their implementation of strategies changes according to the context and learners' goals.

5.6 Teachers' background:

Teachers are able to understand the perspectives and needs of their students. Our secondary school teachers understand the flaws of following any particular strategy and try to address

the issue by adopting features of various strategies into a more cohesive whole. All the teachers were very co-operative and they teach in accordance with planning and preparation.

5.7 Overview:

Writing is an integral element in language. Teachers can develop writing skills by applying different effective teaching-learning strategies and structured formative assessments. They also need to provide appropriate feedback to every student. Unfortunately, a singular highly effective teaching-learning practice for developing writing skills is still far away (Rahman & Sarker, 2019).

In the study, communication and playback of call recording were implementing in order to find new strategies to improve learners' writing skills. Students themselves need an inherent motivation for the overall learning process to be more effective. From the discussion, a number of strategies were identified to develop their writing skills. The findings suggest that learners can benefit more from more writing practice. In this case, regular practice and writing exercises are imperative for effective and successful writing skills. We know that students face challenges to think critically or to write something. As a response, instructors should apply new strategies in a systematic way so that the learners are able to improve. Teachers should include writing competitions as well as rewards in the form of prizes to motivate learners. This study not only suggested applying new strategies but also suggested the need for enrichment programs to empower both teachers and learners to improve their writing.

5. 8 Recommendations

After analysing the results of the study, some strategies may be implemented so that students can be able to enhance their writing:

● The patterns of teaching writing should begin with the pre -writing stage. Teachers need to develop learners critical thinking as well as sentence construction; brainstorming.

● Teachers need to provide different types of writing tasks and assignment.

● Role play, group task, revision, editing, co-operative learning, creative writing can be used to enhance the art of writing.

● Reading skill can develop a learner's sense of organization and creativity in writing.

● Regular focused practice in writing is imperative in improving the skill.

● Emphasis must be placed on the use of dictionary to teach spelling and pronunciation.

● Teachers should improve learner's motivation by providing fun activities and games.

● Feedback is a crucial strategy to develop writing skills.

● Teachers have to be very co-operative or friendly with students in the class.

● Parents and stakeholders must be involved as well as teachers so that there is a better overall grasp on the situation. In doing so a more cohesive teaching and learning process can be discovered.

● Moreover, education Administrators should add the trained teachers for teaching English writing because they need to know how to foster the writing strategies among the students of secondary level.

● Also, class size should be exceed more than 30 students at secondary level so that teachers can concentrate on each students individually.

- Besides that, incorporating games and fun activities based on lessons or game based learning can be helpful for students to enjoy and learn at the same time. They feel intrinsically motivated when the teachers incorporate games and fun activities. So, teacher should keep a scope to incorporate games in the writing strategies.

References

Astrini, N. W. F, Ratminingsih, N.M. & Utami,I .G A .L.P .(2020). The model of strategies

employed by English teacher in teaching writing skill in national plus, school. *Journal*

of Education Research and Evaluation.4(1), 59-62.

Afrin, S. (2016). Writing problems of non-English major undergraduate Students in

Bangladesh: An Observation. *Open Journal of Social Sciences*, *4*(3), 104-115.

https://doi.org/10.4236/jss.2016.43016

Agbayahous, S. (2011). "*Qualitative research requires quality concepts of its ow*n",

Management Decision, Vol.39 Iss.

Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school

students: a focus on challenges and solutions. *Journal of Language and Linguistic*

Studies, 17(2), 794-810.

Atkinson, D. (2003). L2 writing in the post-process era. Journal of Second Language Writing,

12(1), 3-15. DOI: 10.1016/S1060-3743(02)00123-6

Apsari, Y. (2017). The Use Of Picture Series In Teaching Writing Recount Text. *Eltin*

Journal, Journal Of English Language Teaching In Indonesia, 5(2), 51-56

.Ahlsén, E., & Lundh, N. (2007). Teaching writing in theory and practice a study of ways of

working with writing in the 9th grade. Stockholm: *Stockholm Institute of Education.*

http://doi.urn.kb.se/resolve?urn=urn:nbn:se:su:diva-7933

Ahangari, S., Ahour, T., Golpour, F., & Lu, X. (2019). *Iranian EFL teachers' beliefs and*

practices regarding writing activities and class organization. Cogent Education, 6(1), 1-

22. doi:10.1080/2331186x.2019.1651812

Asep ,M.(2014). *Learning Strategies and Writing Processes used by Jordanian*

EFL learners in an Argumentative Writing Task .M.A. Thesis,

Unpublished.Irbid:Yarmouk University.

Brown , C. (1999). *Writing. Oxford:Oxford University Press.*

Bukhari, S. S. (2016). *Mind Mapping Techniques to Enhance EFL Writing Skill.*

International Journal of Linguistics and Communication, 4(1), 58-77.

doi:10.15640/ijlc.v4n1a7

Bransford, J. D. Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain,*

mind, experience, and school(2nded.). Washington, DC: National Academy Press.

Babu, R., Begum, M., Ashrafuzzaman, M., & Hossain, M. I. (2014). English language

learning journey of rural students: cases from Bangladesh.
https://www.researchgate.net/profile/Rasel
Babu/publication/303406583_English_Language_Learning_Journey_of_Rural_Student
s_Cases_from_Bangladesh/links/5741ea 9408ae298602ee26d0/English-Language-
Learning-Journey-of-Rural-Students-Cases-from-Bangladesh.pdf

Behjat, F., Hashempour, Z., & Rostampour, M. (2015). *The Effect of Brainstorming as a Pre-*

writing Strategy on EFL Advanced Learners' Writing Ability. Journal of Applied

Linguistics and Language Research, 2(1), 86-99. Retrieved from

https://www.researchgate.net/publication/308556626

Clark, R., & Ivanic, R. (1991). Consciousness-raising about the writing process. Language

awareness in the classroom, 168-185.

Creswell, J.W. 2013. Research Design: Qualitative, Quantitative and mixed methods

approaches. (2nd ed). Thousand Oaks: *Sage Publications.*

Chittooran, M.M. (2015). *Reading and Writing for Critical Reflective Thinking*. NEW

DIRECTIONS FOR TEACHINGAND LEARNING,143, 79-94

Chokwe,M.J. (2013). *Factors Impacting Academic Writing Skills of English Second*

Language Students. Mediterranean Journal of Social Sciences. University of South

Africa: MCSER Publishing.

Dastgeer, G,. & Afzal D. M. T,. (2015).Improving English Writing Skill: A Case of problem

based learning. *American journal of educational research*, *3*(10), 1310-1319.

http://pubs.sciepub.com/3/10/17

Davies, A. (1991). The Native Speaker in Applied Linguistics. Edinburgh, IN: Edinburgh

University Press. 192 Davies, A. (1996). Proficiency or the native speaker: what are

we trying to achieve in ELT? In G. Cook & B.Seidlhofer (Eds.), *Principle and*

practice in Applied Linguistics (pp. 145-157). Oxford, UK: Oxford University Press

Ehsan, A., & Aziz, S. A. (2014). Code-mixing in Urdu news of a private Pakistani channel*: A*

case study. *Academic research international, 5(1), 160.*

http://www.savap.org.pk/journals/ARInt./Vol.5(1)/2014(5.1-18).pdf

Ehsan, M. A., Ashrafuzzaman, M., & Das, A. R. (2013). *Primary teachers' english language*

teaching and learning: change in practice and motivation. Teacher's World, Journal

of Education and Research, 37, 38, 45-55.

https://www.researchgate.net/publication/317064307_Primary_Teachers'_Englis

*h_*

Language_Teaching_and_Learning_Change_in_Practice_and_Motivation

Flower, L. and Hayes, J.R. (1981) *A Cognitive Process Theory of Writing. College*

Composition and Communication, 32, 365-387. http://dx.doi.org/10.2307/356600

Ferris, D. (1997). The influence of teacher commentary on student revision. *TESOL*

Quarterly, 31,315-339. 132

Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. The

Journal of Educational Research, 104(6), 396-407.

https://doi.org/10.1080/00220671.2010.488703

Gorjian, B., & Namani, E. (2018). *The Effect of Critical Thinking and Brainstorming as Pre-*

Writing Stage Activities on EFL Pre-Intermediate Learners' Expository Writing.

International Journal of Foreign Language Teaching & Research, 6(24), 1-14.

Graves, D. H. (1983). Teacher intervention in children's writing: A response to Myra Barrs.

Language arts, 60(7), 841-846. https://www.jstor.org/stable/41961541

Gordon, M. (2014). Using Humorous Video Clips to Enhance Students' Understanding,

Engagement and Critical Thinking. *Think, 13 (38), 85-97. Retrieved from*

https://www.cambridge.org/core/journals/think/article/usinghumorous-video-clips-to-

enhance-students-understanding-engagement-

andcriticalthinking/35892A68117ED4FA6EC167E570B11478

Harris, K. R., & Graham, S. (2016). Self- Regulated Strategy Development in Writing: Policy

Implications of an Evidence -Based Practice. *Policy Insights from the Behavioral and*

Brain Sciences.3(1), 77-84.

Halliday, M. A. (1978). Language as social semiotic (p. 136). Arnold: London. Permalink:

http://digital.casalini.it/9789027270184

Harmer, Jeremy. (2007). The Practice Of English Language Teaching The Practice Of

English Language Teaching (4th Ed.). USA: PEARSON EDUCATION LIMITED.

Hasan, M. K. (2015). Approaches to the teaching second language writing at tertiary level in

Bangladesh private Universities. ABAC Journal, 31(1).

http://www.assumptionjournal.au.edu/index.php/abacjournal/article/view/159

Holliday, A. (1994). *Appropriate Methodology and Social Context.:* Cambridge

University Press.

Howard, J. (1996). Looking beyond Methodology. *Association o f Departments o f*

 Foreign Language.

Kothari, C. R. (1989). *Research Methodology Methods & Techniques (2nd ed.) New*

 Delhi: New Age International (P) Ltd.

Hasan, M. K., & Akhand, M.M., (2009). Challenges and suitability of TESL at the college

 level in Bangladeshi context. J. Nepalese English Lang. Teach. Assoc. (NELTA)

 14(1e2).http://www.nepjol.info/index.php/NELTA/article/view/3090

Hasan, M. K., & Moniruzzaman, M. M. (2014). Approaches to writing in EFL/ESL context:

 Balancing product and process in writing class at tertiary level. Journal of NELTA,15(1-

 2), 77-88. https://doi.org/10.3126/nelta.v15i1-2.4612

Hyland, K. (2006). *Second language writing. Cambridg*e: Cambridge University Press.

Hidayati, K. H. (2018). Teaching writing to EFL learners: An investigation of challenges

 confronted by Indonesian teachers. Langkawi: Journal of the Association for Arabic

 and English, 4(1), 21-31. https://doi.org/10.1080/00098655.2017.1326228

Hodges, T. S. (2017). Theoretically speaking: An examination of four theories and how they

 support writing in the classroom. The Clearing House: A Journal of Educational

 Strategies, Issues and Ideas. 90(4), 139–146.

Hedge,T (1988). Writing. Oxford: *Oxford University Press*.

Horowitz, D. M. (1986). What professors actually require: Academic tasks for the ESL

 classroom. TESOL quarterly, 20(3), 445-462. https://doi.org/10.2307/3586294

Hossain, A., Nessa, M., & Kafi, A. (2015). Challenges of Teaching English Language at the

Primary Level Schools in Bangladesh. http://bv-f.org/vol-15/01.%20bv%20final.pdf

Hyon, S. (1996). Genre in three traditions: Implications for ESL. TESOL quarterly, 30(4),

693-722. https://doi.org/10.2307/3587930

Jurianto ,J., Salimah, S,. & Kwary, D,. A. (2015). Strategies for teaching writing in ELT

class at a senior high school in Indonesia. A Journal of Culture, English Language

Teaching and literature, *15*(1), 1-10. https://doi.org/10.24167/celt.v15i1.413

Johns,A. (1999). Opening our doors: Applying socioliterate approaches (SA) to

language minority classrooms. In L. Haklau,K.Losey & M.Siegal (Eds.), *Generation 1.5*

meets college composition (pp.159-171). Mahwah,N.J: Lawrence Erlbaum Associates.

Kannan,R.(2009). *Difficulties in learning English as a Second language. ESP World.*

Karim, S. M. S., Rizan, T. N., Masum, T. M, & Latif, H. (2017). *Writing challenges of*

*Bangladesh tertiary level EFL learners. J*ournal of Social Science and Humanities,

12(2), 296-306.s

Kabir, J. (2015). Measuring vocabulary in another language. BRIS: Multilingual Matters

Kennedy, M. (2016). How Does Professional Development Improve Teaching?. *Review of*

Educational Research. DOI: 10.3102/0034654315626800

Ling, Y. L. C. (2016). Teaching Writing. In W. A. Renandya, & H. P. Widodo (Ed.), English

Language Teaching Today: *Building a Closer Link between Theory and Practice* (pp.

1-20). New York: Springer International.

Lantolf, J.P. (2002). Sociocultural theory and second language acquisition. Kaplan (ed.), New

York: *Oxford University Press.*

Leki,L. (2001*). Material, Educational, and Ideological Challenges of Teaching EFL Writing at the Turn of the Century.* Knoxville: Servicio de Publicaciones.

Letchumanan , (2017). *Teachers and techno-literacy*. St. Leonards, Australia: Allen & Unwin.

Moses, R. N., & Mohamad, M, (2019). Challenges faced by students and teachers on writing skills in ESL contexts: A Literature Review. Creative Education, *10*(13), 3385-3391. http://dol:10.4236/ce.2019.1013260

Mastan, M. E. B., Maarof, N., & Embi ,M. A. (2017). The effect of writing strategy instruction on ESL intermediate proficiency learners'writing performance: *Journal of Education Research and Review, 5(*5), 71-78.

Murray, J. (1972). Genetic diversity and natural selection. Genetic diversity and natural selection. https://www.cabdirect.org/cabdirect/abstract/19720100862

Murugesan, V. (2019). Modern Teaching Techniques in Education. Retrieved from https://www.researchgate.net/publication/331071559 Modern_Teaching_Techniques_ in_Education

Nunan, D. (1991). Communicative tasks and the language curriculum. TESOL quarterly, 25(2), 279-295. https://doi.org/10.2307/3587464

Nunan, D., & Nunan, D. (2004). Task-based language teaching. Cambridge, UK: *Cambridge University Press.*

Neuman,W.L. (2000). *Social Research Methods: Qualitative and Quantitative*

Approaches. 4th Edition, Boston, Pearson Education.

Sherin, (2016). Second language teaching and learning. Boston:*Heinle and*

   Heinemann Publishers.

Steele,V. (2004). *Product and process writing.* Retrieved on 5th Sept. 2010 from

   http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-

   tips/product-process

Paltridge, G., Arking, A., & Pook, M. (2009). Trends in middle-and upper-level tropospheric

   humidity from NCEP reanalysis data. Theoretical and Applied Climatology, 98(3),

   351-359. https://link.springer.com/article/10.1007/s00704-009-0117-x

   Penny, A. (2002). *The Concept of Method, Interested Knowledge, and*

      the Politics of Language Teaching. TESOL Quarterly, 23(4), 589-618.

Rahman, M . M . (2018). Exploring teachers practice of classroom assessment in secondary

   science classes in Bangladesh. *Journal of Education and Learning, 7*(4), 247-283.

Rahman, M. M., & Saeker,T.R., (2019).Teachers' classroom practice to develop students

   English Writing skills at primary level of Bangladesh. *Journal Pendidikan Progresif*

Raimes, A. (1991). *Out of the Woods: Emerging Traditions in the Teaching of Writing.*

   TESOL Quarterly, 25(3), 407–430. https://doi.org/10.2307/3586978

Rahman, M. M. (2019). *21st Century Skill "Problem Solving": Defining the Concept. Asian*

Journal of Interdisciplinary Research, 2(1), 64-74.

https://doi.org/10.34256/ajir1917

Rahman, M. F., Babu, R., & Ashrafuzzaman, M. (2011). *Assessment and feedback practices*

in the English language classroom. Journal of NELTA, 16(1-2), 97-106. DOI:

https://doi.org/10.3126/nelta.v16i1-2.6133

Rovikasari, M., Suparno, S., & Supri, S. (2020). *An analysis of EFL teachers' beliefs about*

teaching writing and their practices in vocational school. A paper presented in the

English Language and Literature International Conference (ELLiC). EAI

Innovating

Research. https://doi.org/10.21093/di.v16i2.274

Richards, J. (2003). Second Language Writing. United States of America: *Cambridge*

University Press. 9(1), 06-15. http://dol.org/10.233960//jpp.v9.il.20190

Sikder, A. (2013). *An evaluating of the teaching of reading and writing skills of English at*

the primary level in Bangladesh: Current practice and prospect of innovative teaching

techniques Unpublished Masters' thesis, Department of English. East West

University, Bangladesh.

Sayma, R. A, (2020). Fostering Non -English Major Undergraduate Students' Writing Skill:

A Study in Cumilla Region of Bangladesh. *Journal of Literature, Language and*

Linguistics, *0*(0), 1-10.

Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing

Skill in ESL Classrooms. International Journal of Academic Research in Progressive

Education and Development, 8(4), 450–473.

Sieben, N. (2017). Building hopeful secondary school writers through effective feedback

strategies. *The English Journal*, *106*(6), 48-53.

Seliger, H. W., Shohamy, E. (1989). Second Language Research Methods. NY: *Oxford*

University Press.

Silva, P. D. (1990). *Book Reviews. Journal of Cross-Cultural Psychology, 21(4), 500–501.*

https://doi.org/10.1177/0022022190214009

Steele,V. (2004). *Product and process writing.* Retrieved on 5th Sept. 2010 from

http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-

tips/product-process.

Sahmadan, S. (2019). *The Effect of Direct Written Corrective Feedback to Improve Second*

Grade Students' Writing Ability. The Journal of English Teaching and Learning, 8(2),

2–7.

Susanto, D. A., & Widyaningsih, R. (2018). *Grammatical Errors In Writing A Final Paper*

Written By The Eighth Semester Students Of English Department Of State Institute Of

Islamic Studies Walisongo Semarang. ETERNAL (English Teaching Journal), 3(2).

doi:10.26877/eternal.v3i2.2243

Sultana, F. & Ahsan, M. (2013). Efficacy of Communicative Language Teaching in Primary

School – Bangladesh Context. *International Journal of English Language Education.*

DOI: 10.5296/ijele.v2i1.4734

Tompkins, G. E. (2010). *Literacy for the 21st century: A balanced approach. Boston, Mass: Allyn & Bacon.*

Taylor-Powell, E., Renner, M. (2003*). Analyzing Qualitative Data. Program Development and Evaluation, 1-12.* Retrieved from

http ://leamingstore. uwex. edu/ assets/pdfs/g3 65 8-12.pdf

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press. https://www.simplypsychology.org/Zone-of-Proximal-Development.html*

Yusuf, Q. Jusoh, Z,. Yusuf, Y. Z. (2019). Cooperative learning strategies to enhance writing skills among second language learning. *International Journal of Instruction*, *12*(1), 1399-1412. http://dx.dio.org/10.29333/iji.2019.12189a

Yulianti, S,. Nuraeni, S,. & Parmawati, A. (2019). Impeoving students' writing skill using brainswriting strategy. *Professional Journal of Education, 2*(5),714-721. http://doI:10.22460/project.v2i5

Wallace,T.Stariha,W.E. and Walberg,H.J.(2004). Teaching speaking,listening and writing. Switzeland:*IAE.*

Wright , S ,. Bailey (2004). Independent writing and reading right from the start: The language experience approach in German classrooms · Retrieved from

Appendices

Appendix: I

Questions for teachers

Interview note for the teacher: This interview is meant for a post-graduate thesis titled "**Teaching Strategies for Developing Students' English Writing Skills at the Secondary Level of Bangladesh**". Your answers will be strictly confidential and used only for the purpose of the research. Thank you for your cooperation.

Section A:

Name:

Teaching experience (year/s):

Teaching institution:

Section B:

1.   What kind of strategies do you follow for learners to improve their writing skills?

2.   How confident are you that promoting writing skills can be sustained by utilising these strategies?

3.   What is student's perception regarding the usefulness of these writing techniques?

4.   Why students face challenges to cope with writing skills?

5.   How do you overcome those challenges?

6.   What your perception while you write an essay, what was your feelings in the writing class?

Appendix A

Teacher 1:

Q1. **What kind of strategies do you follow for learners to improve their writing skills?**

The following response is taken from questionnaire no. 1 and the theme has been selected as

"**Strategies for teaching English writing** ". Vital categories are divided as codes.

Theme:	Emergent codes	Teachers' response
Strategies for teaching English writing	Creative writing and Intertextuality	I try to communicate all students as much as I can. Then, I apply different types of strategies for the objective of improvement. When I teach them paragraph or essay writing, first of all I give them different topics to choose from. Then I give them the chance to brainstorm, plan out mind maps, and draft. Also, I give them the chance to read because they can't write if they can't read. I think that helps learners to generate their ideas, while also helping them improve vocabulary and grammatical knowledge. Students are given problem-solving tasks, open/close ended questions, assignments, and even debate practice so that they can write

		creativity and come up with solutions. After finishing their drafts, I provide feedback.

2.How confident are you that promoting writing skills can be sustained by utilizing these strategies.?

The following response is included from questionnaire no 2 and the theme has been selected as **sustainable strategies to improve writing skills.**

Theme:	Emergent codes	Teachers Response
Sustainable strategies to improve writing skills	Group work help in gather information	I am quite assure that by using these strategies good writing Skills will be sustained. For instance, when I apply group or pair work activities I think that this may make the learners serious about the class participation, they can gather information from others and everyone tried to develop writing skills as well as it allows the learners to write collaboratively by combining the ideas which makes their writing more effective. when I provide group work low proficiency students get more opportunity to practice communicative grammar

		activities with their peers. I think this is more sustainable strategy to improve learners writing skills.

Q3. What is the students' perception regarding the usefulness of these   writing techniques?

The following response is included from questionnaire on 3 and the theme has been selected as "**Students' perception on teaching writing techniques** "

Theme:	Emergent codes	Teachers response
Students' perception on teaching writing techniques	Students liking towards writing techniques	When I apply different types of strategies students feels confidence in working freely also they become motivate to learn lessons. They like different fun activities, games, pictures ,group work in the class. For instance, when I apply group or pair work they feel positive because they got an opportunity to apply their previous knowledge by sharing and exchanging their ideas with each others which increase their changes of writing.

Q 4: Why students face challenges to cope with writing skills?

Theme:	Emergent code	Teachers response
Students face challenges during writing	Inadequate knowledge on writing	Students feel hesitate and face different challenges when they write reports, dialogues , letters, composition, paragraphs since they struggle to track down the right words, battle with the grammar structure, vocabulary, spelling, or may discover the accentuation troublesome. I think that most of the students of Government schools belong to unprivileged and illiterate background. Therefore, learners insufficient knowledge in English and inadequate English interaction surrounding creates an obstacle in English writing classes. They face challenges because of poor grammatical competence, generational ideas, lack of linguistic knowledge, lack of motivate.

Q5. **How do you overcome those challenges?**

The following response is included from questionnaire no 5 and the theme has been "

Theme : Overcoming challenges	Emergent code: Organizing mixed learning techniques	Teacher response I try to communicate with all the students as much as I can. Also ,I suggest they Watch English movie, cartoons to have exposure. I check their copies and marks on the errors on their final script. Sometimes, I provide different fun activities, apply open – ended and close - ended questions, ice breaking games, story writing, quizzes which helps them to overcome those challenges. Moreover, when I teach them essay or paragraph writing first of all students are given a topic, then they gather information about. Secondly they analyse it. At the last stage they express their thinking into written script. This strategy basically helps them to overcome obstacles.

Q6. What your perception while you   write an essay? What was your feelings in the writing classes?

 The following response is included from questionnaire on 6 and the theme have been selected as "Students attitude towards writing"

Theme: Students attitude towards writing	Emergent c Positive perception	Teachers response I think when learners write an essay they can generate ideas, it helps them to write well. Students feel delightful because it helped them so much to write in a good way, easy way. At first, I teach them how to think critically. Then they gather information and analyse it also make a final draft. So, it is actually exciting when they write essay without any errors.

Teacher 2:

Question 1. What kind of strategies do you follow for learners to improve their writing skills?

    The following response is contained from questionnaire no 1 and the theme has been selected as " **Strategies for teaching English writing** ". Vital categories are divided as codes.

Theme : strategies for teaching English writing	Emergent code	Teacher response
	Group discussion /co-operative learning	I ask the learners to write the tentative points and think over them and write. Alternatively, I often ask the learners to read some paragraphs/essays and reproduce them in their own language to be corrected/edited by me. Some of the time in class I try to keep different types of games like ice breaking games, Small Group competition, group discussion which helps students learn to think from the point of view of a subject discussion by giving them the practice of thinking.

Q 2: **How confident are you that promoting writing skills can be sustained by utilising these strategies?**

The following response is included from questionnaire no 2 and the theme has been selected as

"sustainable strategies to improve writing skill"

Theme :**Sustainable strategies to improve writing skills**	Emergent code	Teacher response
	Knowing own weakness through feedback	I ask them submit the assignments and I mark the mistakes and discuss them while I give the feedback. These strategies is very effective way to correct mistakes and enable students to learn from their mistakes. I think by providing feedback low proficiency learners get more opportunity to identify their mistakes. So, this is sustainable strategy to improve learners writing skills.

Q 3: **what is student's perception regarding the usefulness of these writing strategies?**

The following response is included from questionnaire on 3 and the theme haws been selected as

" Students perception on teaching writing techniques"

	Emergent code	**Teacher response**
Theme: Students perception on teaching writing techniques	Face challenges in writing class	I usually follow individual tasks. Because it takes more time. I do not prefer pair work as they mistakes frequently but it becomes challenging to achieve accuracy because of time limitation. Sometimes, I could not listen all the students properly and correct their mistakes. Then students face challenges by utilizing group or pair work.

Q 4: Why students face challenges to cope with writing skills?

The following response is included from questionnaire on 4 and the theme has been selected as,

"Students face challenges during writing"

Theme :**Students face challenges during writing**	Emergent code	Teacher response
	Lack of competence	At first ,I want to say that English is not our mother tongue but learners interference English with our mother tongue. Also, they learn English according to GTM method, lack of well – developed vocabulary, lack of skill of comprehend when it comes to English. Also, I think that they do not have basis of English.

Q 5. **How do you overcome those challenges?**

The following response is included from questionnaire no 5 and the theme has been " **Overcoming**

Challenges"

Theme :Overcoming Challenges	Emergent code	Teacher response
	Organizing mixed learning techniques	I think co – operative/ collaborative learning is the most effective way to overcome obstacles. when I apply co - operative Learning strategy students can increase communicative skills as well a their language proficiency. Also, students get more opportunities to practice the target language. It makes them familiar to work in a multicultural environment as well as it encourage them to appreciate different opinions of other.Also, writing workshop is more effective to overcome challenges.

6.**What your students perception while writing the essay, what was your feelings?**

The following response is include from questionnaire on 6 and the theme have been selected as

"**Students attitude towards writing** "

Theme :**Students attitude towards writing** "	Emergent code	Teacher response
	Fear of making mistakes	My experience is that they are scared to write more. Students may be unprepared and relucent because of inadequate knowledge on grammar, vocabulary, spelling, inadequate schooling experience which makes them fearful to make mistakes. They feel hesitate when they write essay or paragraph because they did not know the basic grammar, sentence construction, topic sentence . For example, when a baby learning how to walk, he had to fall many times before he could walk. Learners also make mistakes before they could Write. In this case they should gain greater confidence in their emergent language skills.

Teacher 3:

Question 1. What kind of strategies do you follow for learners to improve their writing skills?

The following response is contain from questionnaire no 1 and the theme has been selected as " strategies for teaching English writing ". Vital categories are divided as codes.

Theme :strategies for teaching English writing	Emergent code	Teacher response
	Quick writing practice and role play strategy	Most of the time I apply quick writing strategy. Students are given a topic with a time limit, usually 10-15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping .I think that from their piece of quick writing, they can identify key ideas or interesting thoughts by underlining them. When, I wanted to Teach them dialogue I give them the scenario and then they do role playing here in the class after that I make them to write the same things what I asked them to do.

Q 2: **How confident are you that promoting writing skills can be sustained by utilizing these strategies?**

The following response is include from questionnaire no 2 and the theme has been selected as

"Sustainable strategies to improve writing skills "

Theme :**sustainable strategies to improve writing skills**	Emergent code	Teacher response
	Help to correct vocabulary and writing assignment	I think that vocabulary is an important element in secondary language acquisition . when learners write essay or paragraph they do not have sufficient vocabulary knowledge .I basically judge them on the basis of vocabulary features .so ,I provide feedback on the vocabulary ,spelling,grammar so that they can be able to write any tasks or assignment. So, I am quite assure that by utilizing this strategy good writing skills will be sustained.

3.What is the students perception regarding the usefulness of these writing strategies?

The following response is include from questionnaire on 3 and the theme has been selected as

"**Students' perception on teaching writing techniques**"

Theme	Emergent code	Teacher response
Students perception on teaching writing techniques	**Difficulties faced in writing class**	I sometimes do not understand what the teacher is saying in English writing class .I can scared to ask again .Also ,I make mistakes to write essay,paragraph .I do not understand the meaning sometimes.

Q 4: Why students face challenges to cope with writing skills?

The following response is included from questionnaire on 4 and the theme has been selected as " Students face challenges during writing"

Theme	Emergent code	Teacher response
Students face challenges during writing	Lack of trained teacher	I think most of the teachers do not use English when teaching learners. Also, they Teach them according to GTM method . In this case students memorize grammatical structure. There are many teachers who are not Qualified or trained to teach subjects that they are teaching. I realise that without trained teacher learners can not improve their writing skills as well as they face challenges to write English. A qualified teacher paly an effective role to develop writing skills "A man without a purpose is like a ship without a rudder"

Q 5. How do you overcome those challenges?

The following response is included from questionnaire no 5 and the theme has been selected as " Overcoming Challenges"

Theme : **overcoming challenges**	Emergent code	Teacher response
	Utilizing group work and writing practice	I think group work helps in assistance to each other by sharing knowledge .students are more motivated to communicate ,also they got an opportunity to speak up .Sometimes learners are feel irritated ,worried, anxious about making mistakes in front of others. By doing group work they can interact with others and feel relaxed. Group work activities has many benefits though certain challenges encounter to implement the activity successfully. Also, Students are given different writing tasks, assignment so that they can be able to overcome challenges

6.What **your perception while you write an essay? What was your feelings in the writing classes?**

The following response is include from questionnaire on 6 and the theme have been selected as " Students attitude towards writing"

Theme: Students attitude towards writing	Emergent code	Teacher response
	Struggle to track down the right words	When I ask them to write English essay they face many difficulties because they do not have sufficient knowledge on grammar, vocabulary, spelling. Students get trouble with grammatical mistakes, vocabulary. These feelings seems to make them demotivated in writing. Students need to develop critical thinking as well as sentence construction, also need to emphasized on the use of dictionary to learn vocabulary. While students write sentence with subject – verb, Agreement, pronouns, tense, preposition, article, then they struggle to track down the right words.

Teacher 4:

Question 1. **What kind of strategies do you follow for learners to improve their writing skills?**

The following response is contain from questionnaire no 1 and the theme have been selected as " strategies used by teachers". Vital categories are divided as codes.

Theme: Strategies used by teachers	Emergent code	Teacher response
	Co-operative learning and feedback	Regularly I assign brief topic-based tasks in my classes. For the large classes, I make groups of 4/5 students and I check one's tasks from each group. The choice of one from each group varies from day to day. Sometimes I ask group members to analyse and check one another write ups. Finally, I recheck their copies which help them rectify their mistakes. .

Q 2: How confident are you that promoting writing skills can be sustained by utilizing these strategies?

The following response is include from questionnaire no 2 and the theme has been selected as **"Sustainable strategies to improve writing skills "**

Theme : Sustainable strategies to improve writing skills	Emergent code	Teacher response
	Knowing own mistakes through feedback	I ask the students to present group wise tasks and I give feedback through screen sharing, sharing comments and corrections in the chat box. I think that group work help learners cohesive, build relationship with each others, and evaluate the opinions of others. Also, by utilising these strategy students get the opportunity for presenting new information and they are automatically motivated. So, I certain that this strategy is sustainable for promoting writing skills.

Q3 : What is the students perception regarding the usefulness of these writing strategies?

The following response is included from questionnaire on 3 and the theme has been selected " students perception towards writing techniques"

Theme	Emergent code	Teacher response
Students perception towards writing techniques	Students liking about English writing techniques	After my lecture on the selected topics, I provide some samples on them. Then in light with the samples I ask them to write through the techniques of brainstorming and gathering ideas. They feel happy when they can write essay or paragraph by generating ideas. They make connection with real life situation so as to enhance their critical thinking. They discuss with their peers and I encourage them to be reflective.

Q 4: Why students face challenges to cope with writing skills?

The following response is included from questionnaire on 4 and the theme has been selected as

"**Students face challenges during writing**"

Theme	Emergent code	Teacher response
Students face challenges during writing	Inadequate knowledge	When I teach writing English they face several challenges. The absence of adequate vocabulary has made the learners face difficulties in gaining composing ability. Students are battling with spelling. They are really struggling or they are not coping, firstly they do not have basis of English. That's why they face challenges.

Q 5. **How do you overcome those challenges?**

The following response is included from questionnaire no 5 and the " **Overcoming challenges** "

Theme	Emergent code	Teacher response
	Provide Feedback	I usually carry out the following: promote interaction among students by giving them topic to discuss in a group. I ask open -ended questions, I encourage them to be reflective and I give them topics related with real – life problems. I also introduce writings of other critical thinkers . At last, I Provide feedback which makes learners aware of the mistakes that they have made.
Overcoming challenges		

Q 6: **What your perception while write an essay? What was your feelings in the writing classes?**

The following response is include from questionnaire on 6 and the theme have been selected as " students attitude towards writing"

Theme:	Emergent code	Teacher response
		I think grammar plays an significant elements for effective writing skills. When I ask them essay writing students get in trouble with grammatical mistakes and worried about their ability in choosing and organizing words to produce sentences. Most of the time students use the word without understanding the structure of grammar.
Students attitude towards writing	Struggle to cope with writing	

Teacher 5:

Question 1. **What kind of strategies do you follow for learners to improve their writing skills?**

The following response is contained from questionnaire no 1 and the theme has been selected as "

Strategies for teaching English writing ". Vital categories are divided as codes.

Theme	Emergent code	Students response
Strategies for teaching English writing	Feedback and revising	Brainstorming for ideas and providing interactive tasks to initiate writing. I think that creative writing refers to inventive tasks like essay writing , paragraph writing, which sponsors effective writing through self-discovery. So, most of the time teachers provide us different writing tasks. Also, they encouraged us to read the task otherwise without reading we could not write. Then, we utilize our earlier knowledge in the Writing activities and distinguish writing abilities, information what we have to know. We make a final draft from our own words. Then we read what we have written

		again. We replace the dead words or unclear words and evaluate our works with fellow mates. Then teachers provide feedback on grammar, punctuation, spelling and motivate us to become a best writers.

Q 2: **How confident are you that promoting writing skills can be sustained by utilising these strategies?**

The following response is included from questionnaire no 2 and the theme has been selected as **"sustainable strategies to improve writing skills "**

Theme sustainable strategy to improve writing skills	Emergent code	Students response
	Creative writing helps to generate ideas	I think creative writing strategy is an instructional method that helps us to think critically, also we can discuss our problem with each others and what we actually want to know. When teacher apply this strategy we can learn vocabulary, grammar, spelling which can increase or regenerate motivation. So, I confident that these strategy is very important part of the writing process to improve our writing skills.

3.**what is the students perception regarding the usefulness of these writing techniques?**

The following response is include from questionnaire on 3 and the theme has been selected " Students perception on teaching writing techniques"

Theme	Emergent code	Students response
Students perception on teaching writing techniques	Students liking about writing techniques	At first ,teacher gave us a topic to gather information ,then we analyse information from text, or by questioning the context. At last, we express our critical thinking within the genre of writing. This strategy helps us to generate ideas as well as improve writing skills. We feel excited in using writing to generate ideas. But I do not like group work because it takes more time and we do not get opportunity individually.

Q 4: Why students face challenges to cope with writing skills?

The following response is included from questionnaire on 4 and the theme has been selected as " students face challenges during writing**"**

Theme	Emergent code	Students response
Students face challenges during writing	Limitation of English writing classes	In the writing classes we are unable to finish our writing tasks because of time limitation . Also, teacher could not check our copies within a short time. Because of that many things remain to be learned in our studies. For this reason, We face difficulties to cope with writing.

Q 5. **How do you overcome those challenges?**

The following response is included from questionnaire no 5 and the theme has been selected"

Overcoming Challenges"

Theme	Emergent code	Students response
Overcoming challenges	Provide feedback	I believe that feedback is a integral part of teaching English writing. When teacher gave us feedback we gradually get to know the difference between what is correct and incorrect in the writing process. Also, I assure that teachers feedback helps us to achieve considerable development. Otherwise, feedback concentrates on almost every aspect of language elements. In this case, we can overcome those obstacles to cope with writing.

Q6 : What your perception while you write an essay? What was your feelings in the writing classes?

The following response is include from questionnaire on 6 and the theme have been selected as " Students attitude towards writing"

Theme	Emergent code	Students response
		When I write an essay I feel delightful because I can write the sentence without mistakes. Our teachers are very co-operative. They taught us how to generate ideas to write an essay or paragraph. Also taught us sentence construction, grammatical structure. So, I can write essay creatively with my own words.
Students attitude towards writing	Cheerful appearance	

Teacher 6:

Question 1. **What kind of strategies do you follow for learners to improve their writing skills?**

The following response is contain from questionnaire no 1 and the theme have been selected as " **Strategies used by teachers**". Vital categories are divided as codes.

Theme	Emergent code	Students response
Strategies used by teachers	Creative writing	At first, teacher gave us a topic to write a story. Then we gather information from different Sources. By this way they can learn vocabularies, phrase and idioms. At the second step they Analyse the information. Finally, they generate their ideas and express their thought that helps them to develop their critical thinking. I basically follow this strategy to develop their Writing skills.

Q 2 How confident are you that promoting writing skills can be sustained by utilising these strategies?

The following response is include from questionnaire no 2 and the theme has been selected as **"sustainable strategies to improve writing skills**

Theme	Emergent code	Students response
Sustainable strategies to improve writing skills	Peer editing helps to sharing ideas with others	For correcting errors I prefer to peer editing. Because of that we can assess and improve our writing. Peer feedback motivate us to learn something new from our partners. Peer feedback helps us to engaging in the process of sharing ours ideas and receiving as well as offerings a formative feedback and suggestions for promoting a piece of writing. We can communicate with each other effectively and accept different view while listening carefully ,thinking critically, and participation constructively, also makes positive attitude towards learners. So, I think this strategy is good for promoting writing skills.

Q3: **What is the students perception regarding the usefulness of these writing techniques?**

The following response is include from questionnaire on 3 and the theme have been selected as "

Students perception towards teaching writing techniques"

Theme :	Emergent code	Students response
Students perception towards teaching writing techniques	**Feeling positive**	Teachers basically provide more opportunity for practising Writing, revising as well as thinking. On the other hand teachers provide feedback, different fun activities, games, discussions, tutoring in developing our critical thinking and communicative competence. All of above these strategies are chosen according to ours need. We can rectify our mistakes and we develop our writing skills. It's very pleasure to us.

Q 4:Why students face challenges to cope with writing skills?

The following response is include from questionnaire on 4 and the theme have been selected as

"**Students face challenges during writing**"

Theme	Emergent code	Teacher response
Students face challenges during writing	Inadequate development in initial Stage	Students face difficulties in English writing. I think that most of the learners are unable to use grammar, vocabulary, spelling properly. Learners do not get the proper production on writing skills from early stage. Inadequate development from the initial stage those are the big problems to cope with writing.

Q 5.How do you overcome those challenges?

The following response is included from questionnaire no 5 and the theme has been selected"

overcoming Challenges ?

Theme: Overcoming challenges	Emergent code	Students response
	Provide peer work	Peer work is the most significant way to improve our writing skills. Teachers always starts the class with a vocabulary pair activities where we can discuss our partner in order to define the vocabularies. Group work makes us familiar to work in a multicultural environment. Collaborative tasks or group work helps us to enhance our interpersonal relationships as well as makes us confident about own writing. I think that by following this strategy we can overcome our challenges.

6. **What your perception while you write an essay? What was your feeling in the writing essay?**

The following response is included from questionnaire on 6 and the theme has been selected as "

students attitude towards writing"

Theme: Students attitude towards writing	Emergent code Fear of making mistakes	Students response Lake of vocabulary knowledge makes Writing difficulties which occurs during classroom activities. By having extremely restricted information in grammar, we feel nervousness to compose sentence with the correct language structures.
Error correction		

Teacher 7:

Question 1. **What kind of strategies do you follow for learners to improve their writing skills?**

The following response is contain from questionnaire no 1 and the theme have been selected as "

Strategies for teaching English writing ". Vital categories are divided as codes.

Theme	Emergent code	Teacher response
Strategies for teaching English writing	Feedback / peer feedback	I always try to provide instant feedback, so that they can rectify their mistakes, for instance I focus on grammar, vocabulary, spelling. They are effective but differs for different students. Though they can't fix all the errors but that is OK for their level. I believe they will learn gradually by practicing. Some weak students take more time to fix their errors but I keep correcting. Sometimes, I apply peer feedback to rectify learners mistakes. It's very effective writing strategy I think because most of the students feel hesitated with engage me.

Q2 : How confident are you that promoting writing skills can be sustained by utilising these strategies?

The following response is include from questionnaire no 2 and the theme has been selected as " **sustainable strategies to improve writing skills**

Theme :**Sustainable strategies to improve writing skills**	Emergent code Help to negotiate meaning with peers	Teacher response I ask them to write essay, paragraph. Then they eventually make a final draft and that will undergo final revision and editing. They check their papers and discuss with their partners. Students replace the dead words then I provide guidance and facilities. Because of that they can rectify their mistakes also I motivated them to become a good writer. I think that when I apply this strategy students can get the opportunities to evaluate their work with their mates. Sometimes, they feel nervous interact with teachers.

Q3: **What is the students perception regarding the usefulness of these writing techniques?**

The following response is included from questionnaire on 3 and the theme has been selected as

"Students' perception towards teaching writing techniques"

Theme	Emergent code	Teacher response
Students perception towards teaching writing techniques	**Feeling comfortable**	I think creating space for students to ask questions is a great way to foster critical thinking ability. I think choosing strategies depends on need analysis of the students. If a student is a slow learner, I encourage other students the help him or her. I make learning circle in my class based on students of different competences so that the learning gap can be met. Students become happy when they can achieve their learning needs

Q4: **Why students face challenges to cope with writing skills?**

The following response is include from questionnaire on 4 and the theme have been selected as "

Students face challenges during writing"

Theme	Emergent code	Teacher response
Students face challenges during Writing	Lack of learners affiance	When I give them to do homework, they don't do their homework. They will copy from others. I ask them to do group work, they enjoy it ,But they waste a lot of time on that. Also, some of them do not participate in their groups because of shyness. On the other hand, most of the students don't come in to classes so they miss out on those lessons. In this case, they face challenges to cope with writing.

Q5:.How do you overcome those challenges?

The following response is included from questionnaire no 5 and the " **overcoming challenges**

Overcoming challenges	Emergent code	Teacher response
	Provide guidelines	In order to overcome challenges I think that I have to pay more attention to teach writing such as giving guidelines and feedback. When they will get Proper guidelines students will be moving forward to produce a good piece of writing. Students are having trouble with grammar because of they have limited knowledge in grammar. By providing guidelines and feedback learners can identify their mistakes. Next time they will not do any mistakes.

Q6: **What your perception while you write an essay? What was your feeling?**

as The following response is include from questionnaire on 6 and the theme have been selected as

"**Students attitude towards writing**"

Theme	Emergent code	Teacher response
Students attitude towards writing	Struggle to track down the right words	When I ask them to write essay or paragraph they are unable to write because of poor Grammar, poor spelling, students readiness and lack of exposure to book and reading materials. In order to improve writing skills more attention should be given by a teacher to teach writing such as giving guidance and feedback.